

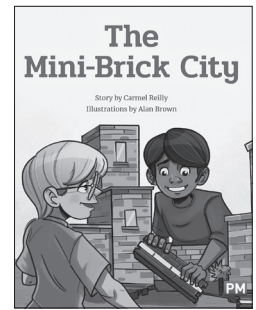
# The Mini-Brick City

PM Level 19

Purple

**Text Type** Narrative

**Running Words** 528



## Preparing for Guided Reading

### Prior Knowledge

- Students should be familiar with what mini bricks are and how they can be used to build different things.
- Students should have a basic understanding of the different elements of road systems, such as bus lanes and bicycle lanes, and why these are necessary.

### Orientation to the Text

- When Jayden and Devin are allocated making roads as part of the class mini-brick city challenge, they are initially disappointed. But as they begin their task, they discover they have a lot to contribute to making sure the mini-brick city is functional.

## Building the Balanced Reader

### Vocabulary

#### Key Vocabulary

brought, delighted, exciting, few, finished, happens, I'd, idea, laid, pairs, parts, pointed, poured, row, special, stared, station, use, worry

#### Content Words

added, bicycle, challenge, eco-friendly, footpaths, grumbled, lanes, stadium

### Decoding

- Guide students to break compound words, such as *playgrounds*, *football* and *footpaths*, into two smaller words to help them read and understand them.
- Draw students' attention to words that they do know to help them read similar words – for example, *could*, *would* and *should*.
- Look at the word *eco-friendly* on page 8 together. Ask, *What do we call the small line within this word? Why is it there?*

### Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Revise the basic structure of a narrative with students. Ask, *What questions do you have about the story after looking at the cover?*
- Read pages 2–3 together. Model asking a question about what you have read, such as *What part of the city would Jayden and Devin choose to build? Will they get a choice?* Invite students to ask questions of their own.

- Point out the nouns used to refer to places in the city on pages 4–5. Discuss what each of the places is with students. Ask, *What other words could you use for stadium?*
- Read to page 9 together. Ask, *What are you wondering about? What questions could you ask Jayden and Devin about what they are doing?*
- Draw students' attention to the words *roads*, *streets* and *lanes* on page 10. Ask, *How are the meanings of each of these nouns the same? How are they different?*
- Look at the illustration on page 13. Work together to name the buildings that students can see. Ask, *What other buildings could there be in the mini-brick city?*
- Read to page 15. Ask, *What questions do you have about what Jayden and Devin have done? What questions do you have about how they are feeling?*
- Re-read the text and talk about the personal qualities that Jayden and Devin showed through the story.

### Comprehension

- What part of the city did Devin want to make? (*Literal*)
- Why do you think Mr West wanted Jayden and Devin to make the roads for the city? (*Inferential*)
- What do you think the class will do with their mini-brick city next? (*Applied Knowledge*)

### Follow-up Activities

- Ask each student the name of the street they live on and record the different words, such as *avenue*, *grove* and *road*. Group students with the same word together and guide them to search online to find the meaning of the word that relates to where they live. Have each group write a definition and make a drawing of their word to share with the rest of the students and to put on display.
- Use an online or paper street directory to investigate other synonyms for *road*. Add any new words that students discover to the display they made in the previous activity, and discuss why there are different words for roads.
- Help students to make a city of their own using mini bricks. As a group, decide the important features of the city and allocate students to make each section. Assemble the city and invite students to make a short presentation about their contribution.

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## Learning Intentions

- We are learning to think as we read.
- We are learning to identify and discuss nouns.

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## Success Criteria

- I can ask and answer questions about the book during and after reading.
- I can find nouns for different parts of the city and define or suggest other words for them.

• \_\_\_\_\_

## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up